CHAPTER - I

INTRODUCTION

Section - 1

Teacher Education in India

The focal importance of teacher in the total educative process is not new to educational thinking. But, with the changes in theory and practice of education, the concept of teacher preparation has undergone a considerable change. With the advent of a broader concept of education including within its fold the total personality of the educand and aiming at his all-round development, the functions and responsibilities of the teacher have increased manifold. There has, therefore, been a shift in the character of teacher preparation from one of apprenticeship to one suited to a profession. The substitution of the word ‘education’ for ‘training’ in recent years in connection with the preparation of teachers is implicitly indicative of this shift in emphasis. Teacher education, therefore, is a term rather recent in its origin.

In the broader sense ‘teacher education’ refers to the total of educative experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programmes are offered in teacher’s
colleges and normal schools and in colleges and universities... 
(Good, 1952, p.374).

The term 'teacher education' interpreted according to its common usage as stated above is accepted for the proposed study and is used in that sense only throughout the report.

It has been realised that improvement of teacher education can help to improve all education. Teacher education has, therefore, attracted the attention of various educational thinkers and research workers. Attempts are being made all over the world to plan effective programmes of teacher education- pre-service as well as in-service. It may be pointed here that surveys and evaluative studies of the existing teacher education programme provide basis for planning effective programmes of teacher education.

To understand the background of the intended study, a brief reference to some relevant matters has been made in this introductory chapter. These are;

(i) Brief Historical Retrospect of Teacher Education in India;
(ii) Present Status of Primary Teacher Education in Karnataka; and
(iii) Reasons for undertaking the study.

1.1.1 Brief Historical Retrospect of Teacher Education in India

Teaching has been one of the oldest and most respected professions in the world. When a systematically organised human society came into
existence the need to mould its children on proper lines arose requiring persons who could perform this role that is teachers. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour and reverence in the Indian society over the ages.

The preparation of teachers has changed with the passage of time and with the changes in expectations of the society whereas in ancient India the teacher was a Guru who was well-versed in temporal knowledge and deeply steeped in spiritual knowledge and he commanded great respect for his high personal qualities of head and heart; in the medieval times the expectations of society changed his role, making him a master of his subject area; in the modern times he has come to perform yet different roles to meet the challenges of the present day demands. What interests us is to find out how he has been prepared for the different roles at different times and how he has failed to come up to expectations.

1.1.2 Preparation of Teachers in the Upanishadic Period

In ancient India the teacher was held in high esteem by the society by virtue of his being an embodiment of good qualities, a fountain of knowledge, and an abode of spirituality. Max Muller, quoting the Rig Veda, states that the teacher was a brahmachari who passed through the recognized curriculum and who was also deeply spiritual. The teacher was not only to impart knowledge but also to live in it; thus knowledge for knowledge sake was not sought, but knowledge for spiritual realisation was aimed at. Thus, the
teacher in the ancient days did not simply teach precepts but practiced them in real life inspite of the difficulties involved in the process.

The scholarly class of teachers, who invariably belonged to the Brahmin caste got stratified with the passage of time and lost its original grandeur. Later, it became a hereditary profession. Manu refers to this system when he remarks that the son of the teacher sometimes helped his father, by acting as a teacher in his absence. At times some of the older and abler pupils acted as monitors and assisted the teacher in his work. This monitorial system of inducting senior pupils to the position of teachers was a contribution of the ancient Indian educated system.

In the ancient period when knowledge was transmitted orally (since writing developed later) the students memorized the spoken lessons and repeated them orally. Teachers gave explanations whenever required by the pupils, and this method of teaching increased with the induction of other subjects and sciences. For instance, the Sutras were written in a language so condensed that without explanation they could not be comprehended. The teacher used parables from nature, and stories such as Panchantantra and Hitopadesa to explain the deep philosophical concepts of the Upanishads. Thus, various methods were used by teachers in ancient India to explain and expound difficult philosophical concepts. These methods were picked up by the disciplines and handed down from one generation of teachers to another. Though a formal programme of training did not exist, the transmission of
methods through imitation and repetition continued, and the teachers were well aware of what they had to do.

1.1.3 The Buddhist Period

In the Buddhist period there was a major change in the educational system. The disciple would choose his teacher with much care, and show him utmost respect and the teacher was responsible for his all-round development. With the development of knowledge in various fields the teacher's role also changed; he was expected to be a master of his special branch of knowledge. He employed other methods besides oral recitation—such as exposition, debate, discussion, question-answer, use of stories and parables, etc. Thus teaching became more systematised. In viharas and monastic schools, the inductive method was adopted and the intellect of the disciple was sharpened through it.

1.1.4 The Medieval Period

According to the Koran, education is a duty. Though education was not widespread among Muslims, education was given a place of importance. The Mohammedan rulers in India founded schools (Maktab), Colleges (Madrassahs) and libraries in their dominions.

The teachers teaching in the Maktab were mostly Moulvis; in the Madrassahs scholarly persons were employed. The method of teacher preparation was mostly imitation of what the old teachers practised. Good and experienced teachers appointed talented students as tutors to look after and teach the junior students in their absence. Thus the monitorial system a
preparation for the would be teachers was in vogue during the medieval times too.

1.1.5 The Modern Period

With the advent of the Western powers in India a new type of educational system, quite different from the existing indigenous system came to be established. European missionaries took lead by starting schools first and teacher training institutions later. The Danish Mission under the inspiring leadership of Zienbalg and his colleagues opened an institution for the training of teachers at Tranquebar in 1716, and opened two charity schools in 1717, one for the Portuguese and the other for Tamil children.

Prior to the advent of the European powers the 'Monitorial system' remained an important method of training teachers for quite a number of years. But very soon the system was found to be inadequate and so steps were taken in India as well as abroad for systematizing the training of teachers.

1.1.6 Development of Teacher Training During 1800 to 1947

As early as 1802, William Carey set up a normal school for primary teachers in Serampore. School societies and school book societies made attempts for the training of teachers. The Calcutta School Society, established in 1819 took early steps to train teachers on Lanchesterian system.

Mr. Campbell, Collector of Bellary, in his minute dated 17th August 1823, commended this system. He says: "The system by which the more
advanced scholars are caused to teach the less advanced and at the same
time to confirm their knowledge, is certainly admirable, and has well
deserved the imitation it has received in England”. Such schools for training
teachers were established earlier in Calcutta and Bombay.

Later the need for training secondary teachers appears to have drawn
the attention of Sir Thomas Munro, the Governor of Madras. In his Minute of
10th March 1826 he observed, ‘No progress in education can be made without
a body of better instructed teachers’. He further recommended the
establishment of central school for educating teachers.

In June 1826, the first normal school was started under the
management and with the finances of the government in Madras. Initially, it
prepared teachers for the District Schools (secondary schools). Later, this
normal school developed into the Presidency College. The Calcutta Ladies
Society also organised a training class in 1828 for women teachers in the
Calcutta Central School for girls.

In August 1828, the Committee of Public Instruction in Madras
suggested an increase in the salary of teachers and an improvement in their
training. It was suggested that two superior schools (called Collectorate
schools) and fifteen subordinate schools (called Tehsildarry schools) be
established.

In 1829 the Native Education Society of Bombay started a training class
for primary teachers. In 1847, Bombay started a normal school in the
Elphinstone Institution, and in 1849, Calcutta too had a normal school. Normal schools were also started in Poona, Agra, Meerut and Benaras between 1850-1857. Mass education gained momentum with the recommendations of Wood’s Despatch, 1854.

Wood’s Despatch, an important educational document, was released on 19th July 1854. It urged the establishment of training schools in each presidency in India. The dispatch suggested the introduction of the pupil-teacher system (as prevailed in England) in India and an award/stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the dispatch introduced sufficient incentive for the would be teachers.

The need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. As early as in 1856, Mr. Howard, the Director of Public Instruction, Bombay, proposed the establishment of regular training college in Bombay for the professional preparation of assistant masters of English schools.

The Government Normal School, Madras out of which the present teachers college at Saidapet developed was established in 1856 with a model and practical school were attached to it.

On 7th April, 1859, Lord Stanley, Secretary of State for India, in his Despatch set forth an examination of the operation of the 1854 Despatch and
very emphatically stated that the administration should resist from procuring teachers from England and that teachers for vernacular schools should be made available locally.

During this period, a controversy arose regarding the place of subject matter and methodology in the curriculum. There were two schools of thought – one school believed that the knowledge of the subject matter was enough to make the teacher effective, while the other school advocated the study of principles and practices of teaching in a training school. This was the state of affairs when the Indian Education Commission of 1882 was appointed by Hunter.

The Hunter Commission, known as the Indian Education Commission, was appointed to study the working of the existing system of public instruction and it submitted a voluminous report, comprising 13 chapters of 639 pages. It laid at rest some of the controversies on the teacher training programme, and recommended the establishment of normal schools, whether government or aided, to provide for the local requirements of all primary schools.

In very specific terms it recommended a pass in the examination in the principles and practice of teaching for permanent employment as a teacher in any secondary school, government aided. For graduates it suggested a shorter course of training than for others. So the anomaly that had persisted in teacher training was done away with.
The Commission's insistence on a certificate in teacher training led to tightening of the rules. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions, and by 1892 there were 116 training institutions for men and 15 for women.

In 1886, the Madras Normal School was raised to the status of a college and was affiliated to the Madras University. It was removed to Saidapet in 1887. A training college was established at Rajahmundry in 1894. It then consisted of the Licentiate course (L.T.).

A secondary training college was found in Bombay in 1906 and prepared secondary teachers for its own diploma known as the Secondary Teachers Certificate Diploma (S.T.C.D) until it was affiliated to the University of Bombay in 1922, for teaching courses leading to the B.T. Degree.

In 1917, the Government of India appointed a commission known as the Saddler Commission. The Commission studied all aspects of University education and presented its voluminous report in 1919. It pointed out the painful inadequacy of training institutions and the poor quality of the training provided in them. It also pointed out that the B.T. and the L.T. courses were similar but the calibre of the pupils was not up to the mark. It also suggested that the training programme should not only make the trainee a competent classroom teacher but also a good administrator. Some of the important recommendations of the Commissions are:
1. To open a Department of Education in Universities to develop systematic and practical study of the science and art of education.

2. To equip each Department of Education with a Professor, a Reader and a number of Assistants. The Department should consult and collaborate with Departments of Experimental Psychology, History and Economics.

3. There should be a demonstration school under the direction of the University for practical trial of new methods of teaching, new combinations of school subjects and new plans of school organisations. Such a school would serve as a laboratory for educational experiments.

4. The Department should have a good Library with good books, reports and journals.

5. The Department should bring out publications and promote research on training. It should also work as a link between Boards of Education and Intermediate Colleges and Committees of High Schools.

6. The Department should facilitate the professional growth of the teachers in services and also encourage the progress of the new educational movement whenever possible.

7. There should be a post-graduate degree in education.

The Commission woefully observed that "the three essential components of teacher education were knowledge of the subject-matter, practical training and theoretical training but under the existing conditions,
the first is often unfulfilled, second rarely possible and third too little regarded by the university in framing the regulation”.

It recommended the introduction of Education as an optional subject at the B.A. level. The Commission also recommended that a post-graduate degree in education should be introduced.

The recommendations of the Saddler Commission had a salutary effect on the teacher-training programme in India.

The Hartog Committee further carried on the work initiated by the Saddler Commission. The Committee was primarily concerned with primary education. The committee learnt that only 44 per cent of primary teachers were trained, and that only 28 per cent had passed the education depended on the quality of the training, the status and pay of the teachers. It suggested that teachers for rural areas should be inducted from persons close to rural society. It identified a very dismal picture of the teachers and their training. It said, “The period of training is too short, the curriculum is too narrow and the teaching staff is inadequately qualified”.

Working on the recommendations of the Saddler Commission, 13 out of 18 Universities set up faculties of education. The Lady Irwin College was established in New Delhi. Andhra University started a new Degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.
Some other important changes in the field of education also took place in the thirties. The act of 1935 introduced provincial autonomy under which the Indian Minister of Education had considerable powers.

In 1935, the Central Advisory Board of Education (CABE) was revised. Mahatma Gandhi started basic Education in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set up at Allahabad, and the Vidya Mandir Training School was started at Wardha in 1938.

In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two year's training. There were 25 training colleges for graduates, which were inadequate to meet the needs of the time.

In 1941, the Vidya Bhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay, which took the lead in starting a Doctorate Degree in Education the same year.

In 1944, the Central Advisory Board of Education presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sargent Plan".

A broad based educational plan, it made some practical suggestions for teacher's training programme as follows:
1. Suitable boys and girls should be inducted into the teaching profession during the last two years of their high school course and they should be given stipends for receiving teacher training.

2. Provision should be made for training different categories of teachers – 2 years course for pre-primary, 2 years course for Junior Basic School teachers (after High School). 3 years course for Senior Basic School Teachers, 2 year course for under graduate teachers in High School and 1 year course for graduate teachers.

3. Refresher courses should be organised for giving in-service education to teachers.

4. Research facilities should be provided.

5. Practical training should be provided.

6. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee’s interest in education.

7. It proposed revised pay scales for all categories of teachers, to attract better teachers.

In 1948, the Central Institute of Education was established in Delhi, and the Government Training College at Allahabad was developed into the Central Pedagogical Institute.
1.1.7 Teacher Education in Free India

The changed social, economic and political conditions after our independence necessitated the revamping of the traditional system of education as well as the teacher education programmes. It will be interesting to observe the recommendations of various committees and commissions appointed by the Government of India for the improvement of teacher education in free India.

(a) The University Education Commission (1948–49)

Just after independence the University Education Commission was constituted under the Chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949.

The Commission observed that there was no difference in the theory courses offered in the various teacher-training colleges, but much difference was observed in the practices followed. The number of supervised lessons varied from ten to sixty. It observed that the training colleges had no basic orientation in the essentials. For improvement of teacher training, the Commission suggested that the teacher education must look at the whole course from a different angle; that the theory and practice should support each other; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of inter-university planning. The Commission also recommended the following with teacher preparation:
- Starting the training institutes of teachers and diverting a large number of students into them;
- Organizing refresher courses of school and college teachers;
- Improving lecture method of teaching;
- Transforming the teacher training colleges into constituent colleges of universities.

(b) The Secondary Education Commission (1952-53)

One of the important events of the decade was the Report of the Secondary Education Commission. It analysed the problems of teachers and the training programme in great depth. It observed: "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well in the community". So the Commission made recommendations on all these aspects. It found that two types of teacher training institutions existed: (a) Primary (Basic) Teacher Training (b) Secondary Teacher Training Institutions.

It recommended that:

1. There should be only two types of institutions for teacher training—

   (i) For those who have taken the School Leaving Certificate or Higher Secondary School Leaving
Certificate, for whom the period of training should be two years, the secondary grade training institutions should be under the control of a separate board.

(ii) For graduates, for whom the training may, for the present, be one academic year but extended as a long-term programme to two academic years. The graduate teacher training institutions should be recognized by the affiliated universities, which should award the degree.

2. The teacher trainees should receive training in co-curricular activities.

3. The training colleges as a normal part of their work should conduct refresher courses, short time intensive courses in special subjects, practical training, etc.

4. Special part-time training for women teachers should be conducted.

5. The Master's Degree in Education should be availed of by trained graduates with three years teaching experience.

(c) The Indian Education Commission (1964-66)

In 1964 an Educational Commission was set up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational development. The commission observed that a sound programme of professional education for teacher was essential for the qualitative improvement of education. The Commission pointed out the weaknesses of the existing system and suggested ways to improve it.
The general recommendations of the Kothari Commission are as follows:

- It recommended that isolation of teachers colleges from the universities, schools and the teacher's colleges themselves should be removed;

- It suggested ways to improve the quality of teacher educations;

- It advised the State Governments to prepare a plan for the expansion of training facilities.

However, the Commission made specific recommendations relating to primary teacher preparation and they are presented below:

**Recommendations on the Primary Teachers Training**

1. The staff in institutions for training primary teachers should hold a Master's Degree either in education or in an academic subject as well as B.Ed. and should have undergone special induction courses in teacher education at the primary level.

2. New appointments of primary teachers should be restricted to those who have completed at least 10 years of general education; exceptions may be made for women teachers in tribal areas.

3. Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers for improving their qualifications.
4. Special courses should be organised for graduates entering primary teaching.

5. The duration of the training course for primary teachers should be uniformly two years for those who have completed the secondary school course.

Consequently, some welcome changes have been introduced in teacher education. An M.A. degree in education has been introduced in some universities such as Aligarh, Kurukshetra, Kanpur, and some others. Some universities have introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States have set up State Boards of Teacher Education.

(d) The National Policy on Education (1968)

Incorporating the recommendations of Kothari Commission, the Indian Parliament adapted the National Policy on Education in 1967. The NPE 1968 included the following suggestions as far as education of teachers is concerned.

1. The emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.

2. The academic freedom of teachers and researchers should be protected.

3. Teacher Education, particularly in-service education, should receive due emphasis.
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The Government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in the year 1986. It made the following recommendations on Teacher Education.

1. The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.

2. Orientation of teachers should be a continuous process of teacher education.

3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

Thus, through successive committees and commissions teacher education has undergone a number of changes.

1.1.8 The Recommendations of the Committees and Commissions – An Overview

On the basis of the recommendations of various committees and commissions, many changes were effected in the system of education in general and teacher education in particular. Moreover, the Indian Government started the five year plans to achieve sustained economic development by developing different sectors of the economy in balanced manner. Education was regarded as one of the basic sectors of the economy and thereby in all plans education was given due importance. With all these, the following important events took place.
The Planning Fifties

The first conference of training colleges in India was held at Baroda in 1950 and it discussed programmes and functions of the training colleges. In the following year, 1951, the second All India Conference was held at Mysore. It discussed the teacher-training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organised for college teachers at Mysore.

The syllabi in teacher education were revised, new areas of specialisation added, and practical work enhanced.

The enthusiasm for seminars, workshops, etc., led to the establishment of extension centres. In 1955, the All India Council for Secondary Education was established. The Council through its Extension Centres (within a year 24 centres started functioning) imparted in-service education. In 1957, the All India Council for Elementary Education was formed.

The second five-year plan launched in 1955-56, contemplated training of 68 per cent of the teachers by 1960 and an amount of Rs. 17 crores was apportioned for increasing the training facilities.

The All India Council for Secondary Education established an Examination Reform Unit in 1957. The Directorate of Extension programme for Secondary Education was set up in 1959 to coordinate the extension programmes. In the same year the Central Institute of English was
established at Hyderabad to train teachers in English and to provide research facilities in that field.

The sixties started on a note of new ventures and ideas. The first national Seminar on the Education of Primary Teachers was held in October 1960. The findings of the seminar reflected a sad state of affairs, for example, the supply of trained teachers was not correlated to the requirements; the training institutions were not well planned; the small institutions were poorly staffed and ill-equipped, etc. The seminar suggested that every teacher should be trained, and that the State Government should plan a phased programme to attain the targets. It recommended selection of some training institutions as models for developing primary teacher education on the right lines. The seminar suggested that the optimum size of a training institution should be 200 trainees. It recommended that primary school teachers should also be included in the extension programmes. It advocated the setting up of State Institutes of Education. During 1962-63, Extension Training Centres in Primary Teacher Education Institutions started functioning. The State Institutes of Education were established by 1965, and a Department of Teacher Education was established at the National Institute of Education.

One important achievement of this period was the establishment of the National Council of Educational Research and Training (NCERT) devoted to training, research and coordination. In 1964, at the Seventh Conference of All India Association of Teachers Colleges, it was proposed that comprehensive colleges be set up to bridge the gulf between primary and secondary teacher
training institutions. The conference recommended the setting up of State Councils of Teacher Education.

In 1961, four Regional Colleges of Education specifically meant to integrate professional and general programmes by running content-cum-pedagogy courses of four-year duration were started.

These colleges are experimenting with new programmes of teachers education, new instruction materials and new ways of teaching with special emphasis on skill development.

A panel on teacher education has been set up by the UGC to advise it on measures to be taken up for the improvement of standards of teaching and research in education in Universities, Departments of Education and Colleges of Education. The panel recommends proposals for promotion and supports of studies/research, which may draw special attention in relation to the educational and developmental needs of the country and the community.

The panel has suggested that the resources available to the Department of Education should be extended to the community with special reference to surveys which may serve as a basis for determining the learning needs of the community; preparation of curriculum and teaching materials in functional literacy, organisation of training for various categories of functionaries and mid-term appraisal. The Department of Education could also work with the secondary and elementary schools in the neighbourhood and help them to improve their standards.
The setting up of the N.C.E.R.T on 1st September 1961 is an outstanding land-mark in the history of education in the post-independence period. Several institute and bureaus working under the Ministry of Education were merged in to it. There were the Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education.

Presently, it comprises the National Institute of Education, New Delhi, four Regional Colleges of Education, one each at Ajmer, Bhopal, Bhubaneshwar and Mysore, and Field Advisors units in State capitals or main educational centres of various states.

Further, it works in close co-operation with the education departments in the States. State Council for Educational Research and Training (SCERT) and the universities and with all the institutions and agencies set up in the country for furthering the objectives of school education. It also maintains close contacts with similar international agencies.

The Ministry of Education, Government of India, established in May 1973, the National Council for Teacher Education, usually termed as the NCTE, for maintaining the standards in teacher education in the country. The NCTE was established with the assumption that it would advice the Central as well as State governments on all matters pertaining to teacher education and would review the progress of plan schemes to maintain the sanctity of the
high standards in teacher education. However, only in 1993 the NCTE was given the statutory status as an apex body at national level.

The main functions of the NCTE are:

- To survey the whole field of teacher education at all levels in consultation with State councils from time to time and suggest ways and means of qualitative improvement as well as quantitative expansion of teacher education;

- To coordinate the activities of State Councils and to recommend to the Union Ministry of Education to provide maintenance and development grants to them;

- To suggest proposals to Central ministry for planned development of teacher education in the country;

- To set national standards in terms of curricular requirements, equipment, facilities, staff requirements, etc., for teacher education;

- To establish inter-state parity in standards and survey the position from time to time to assess the nature and extent of new developments in the field;

- To promote measures for improvement of standards of teacher education in the country by setting up study teams, arranging for development grants, promoting research, etc;

- To coordinate, at the national levels, education research conducted by teacher training colleges, departments of education and other agencies;
- To plan and sponsor in-service training programmes for teacher educators at the inter state level in certain subject areas as may be decided from time to time in consultation with the State councils;

- To maintain international contacts in the field of teacher education.

Besides many other activities, the NCTE has been taking interest in initiating novel academic activities. Some of these are: proposal of closing down of B.Ed. correspondence courses; code of professional ethics, etc.,

Education has now been accepted as a discipline. That is why the UGC now takes more interest in professional education and teacher education. The future expansion of professional education depends upon the adequate training of top level educational administrators, teacher educators, experts in curriculum construction, evaluation methods of teaching, etc., M.Ed. and Ph.D. programmes conducted by universities would need the growing demand for experts in all branches of education. On realizing this growing demand, the idea of establishing a Department of Education was first mooted by the Calcutta University Commission in 1919. The idea took root slowly. But by 1966, the number of universities having Departments of Education reached the figure of 31. These departments had much better resources and better qualified staff than the Colleges of Education in their State. All of them conducted the B.Ed., M.Ed. and Ph.D. courses in the education programmes.
Section – 2

Status of Primary Teacher Education in Karnataka - Background

Historically speaking, primary teachers training started as pedagogic training of one year in a section or class of the 'Normal School' in the latter half of the 19th Century was meant for working teachers who had passed public examination at the end of elementary schooling (Standard VII/VIII) called Mulki examination in the former State of Bombay or the lower secondary in the former State of Mysore.

Later, it was raised to a two-year course to make provision for (a) strengthening of content and (b) pedagogy. It was extended to a three-year course in the Dharwad Training College for men. The teachers trained in this three year course were respected as scholars both by the public and the administrators, and were preferred to be promoted as 'Taluka school Headmasters'; as a result of their academic and administrative experience in primary education. Selection grades were introduced to recognize their seniority and merit in service. The next and final step of promotion of such teachers was to the posts of 'School Inspectors';. The selection procedure was rigid, limited only to such selection grade Headmasters whose record of service was without blemish continuously for at least three years as heads, both academically and administratively, as per Annual Inspection and individual confidential records.
With rise in the level of qualification for admission from Standard VII/VIII to a pass in the Matriculation Examination (Standard X), the three-year training course was substituted by a two-year course comprising (a) content and (b) pedagogy together.

During the transition years, the TCL (Teachers’ Certificate Lower) was gradually phased out and T.C.H. (Teachers’ Certificate Higher) took a firm hold which has continued even after admission qualification was further raised to a minimum of second class (50%) score in the pre-university course examination (+2 stage) in 1996.

1.2.1 Infrastructure Facilities of TTI - Background

There are 132 Primary Teachers’ Training Institutes (T.T.Is) in Karnataka, which can be classified by (i) Management (ii) Medium (iii) Gender and (iv) Minority Non-Minority status.

Table - 1.1 : Management-wise TTIs

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<th>Type</th>
<th>DIETs</th>
<th>Govt. TTIs</th>
<th>Aided TTIs</th>
<th>Unaided TTIs</th>
<th>Total</th>
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<td>18</td>
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</table>

The bulk of TTIs fall under private TTIs. Only 30% come under Government management. When the government restricted recruitment to trained candidates only for all teachers’ posts, the rush for starting private TTIs could not be resisted, especially in the context of 100% salary grant to both teaching and non-teaching staff approved as per norms. Some ten years back the Government decided to stop grant-in-aid to put a brake on commercialization of training institutions. Yet, they have thrived on capitation
fees rising higher and higher. Hence the highest number is that of 52 unaided TTIs in the State.

**Table - 1.2 : Medium and Management-wise TTIs**

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<th>Govt. TTIs</th>
<th>Aided TTIs</th>
<th>Unaided TTIs</th>
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<td>2. English</td>
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<td>-</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>3. Urdu</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4. Marathi</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Tamil</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Telugu</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>7. Hindi</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: In some institutions (both Government and Private) more than one medium of instruction exists.

About 70% TTIs have Kannada medium as the official language of administration. There is no TTI following Tamil or Hindi though there are a considerable number of primary schools in these media. There is no Hindi medium TTI. There are however, 31 Hindi medium B.Ed. equivalent colleges in the State.

**Table - 1.3 : Gender-wise TTIs**

<table>
<thead>
<tr>
<th>Type/Gender</th>
<th>DIETs</th>
<th>Govt. TTIs</th>
<th>Aided TTIs</th>
<th>Unaided TTIs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men-exclusive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Women-exclusive</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Co-educational</td>
<td>15</td>
<td>11</td>
<td>27</td>
<td>48</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>18</td>
<td>42</td>
<td>52</td>
<td>132</td>
</tr>
</tbody>
</table>

More than 75% TTIs are co-educational. Though as many as 25 TTIs are exclusively for women, only 6 are exclusively for men. There is no unaided TTI exclusively for men.
Minority TTIs

Religious and Linguistic Minorities are well protected in Karnataka. Out of the total of 132 TTIs, 24 TTIs are run by the Minority managements, of which 11 are aided by Government and 13 are unaided.

Table - 1.4 : Accommodation Adequacy of TTIs

<table>
<thead>
<tr>
<th>Government DIETs</th>
<th>Govt. TTIs</th>
<th>Aided</th>
<th>Unaided</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>35</td>
<td>35</td>
<td>87</td>
<td>Adequate</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>22</td>
<td>Inadequate</td>
</tr>
<tr>
<td>20</td>
<td>15</td>
<td>38</td>
<td>36</td>
<td>109</td>
<td></td>
</tr>
</tbody>
</table>

50% Government TTIs have inadequate accommodation as against adequate accommodation in more than 90% private TTIs (both aided and unaided).

Table - 1.5 : Accommodation : Building of TTIs

<table>
<thead>
<tr>
<th>Management</th>
<th>Owned</th>
<th>Rented</th>
<th>Leased</th>
<th>Rent Free</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIETs</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Govt. TTIs</td>
<td>16</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Private-aided</td>
<td>24</td>
<td>9</td>
<td>-</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Private-unaided</td>
<td>25</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>20</td>
<td>2</td>
<td>15</td>
<td>109</td>
</tr>
</tbody>
</table>

About 70% TTIs of all categories have their own buildings. 25% of DIETs/TTIs are in Rent-free buildings while 50% of other Government TTIs are still in rented or rented or rent-free buildings. Good own buildings should be insisted both in the case of Government and private TTIs in a fixed time frame of a maximum of three years as per NCTE norms.
Radio is the most common aid, followed by TV, two-in-one and OHP. The slide projector and computer come last. Private aided and unaided institutions have better A.V. Aids.

The maximum use of hardware and software is being made for classroom work, followed by demonstration, practice teaching and symposia. A good number of institutions use A.V. aids in their programmes.
Phenyl and candle making appear to be more popular activities, followed by doll and file making. Book binding and basket making appear to be less practiced.

Table – 1.9 : Co-curricular Activities in TTIs

<table>
<thead>
<tr>
<th></th>
<th>Management</th>
<th>Cultural</th>
<th>Literary</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIETs</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Government TTIs</td>
<td>15</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Private-aided</td>
<td>38</td>
<td>35</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Private-unaided</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>101</td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

All the three areas of co-curricular activities—cultural, literary and sports—appear to be equally prominent.

Table – 1.10 : Practice Teaching Schools of TTIs

<table>
<thead>
<tr>
<th>Types</th>
<th>Their own</th>
<th>Government</th>
<th>Private</th>
<th>Corporation</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government TTIs</td>
<td>5</td>
<td>18</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>DIETs</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Private aided</td>
<td>22</td>
<td>30</td>
<td>24</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Private unaided</td>
<td>12</td>
<td>35</td>
<td>16</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>97</td>
<td>56</td>
<td>27</td>
<td>7</td>
</tr>
</tbody>
</table>

Most institutions use Government schools for practice teaching while only about 37% institutions use their own schools. Only 7 institutions use a combination of schools. On an average, each institution is using two practice teaching schools.
Table - 1.11 : Service Facilities in TTIs

<table>
<thead>
<tr>
<th>Management</th>
<th>House Loan</th>
<th>Vehicle Loan</th>
<th>Festival advance</th>
<th>Medical reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>14</td>
<td>1</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>DIETs</td>
<td>15</td>
<td>5</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Private aided</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Private unaided</td>
<td>3</td>
<td>33</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

By and large Government institutions provide for housing loan, vehicle loan and festival advance also. Medical reimbursement too is available in Government institutions and a few aided and unaided institutions.

Table - 1.12 : Sources of Income of TTIs

<table>
<thead>
<tr>
<th>Management</th>
<th>Donation</th>
<th>Endowment</th>
<th>Govt. grant</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>DIETs</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Private aided</td>
<td>3</td>
<td>29</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Private unaided</td>
<td>18</td>
<td>16</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>75</td>
<td>10</td>
<td>84</td>
</tr>
</tbody>
</table>

The common source of income in all categories is fees, though Government grant (100% salary) is a major source in aided institutions. Donations are availed both by aided (3) and unaided institutions (18). Endowments used to be on the high side before the liberal grant-in-aid system and before the more liberal policy to permit opening of new TTIs of the unaided category came into existence.

Except 1 DIET, no Government TTI collects any donation or endowment. This indicates a total fall in generosity of the public in investing
in endowment for education because of the growing belief that almost everything has to be supported by the Government. This is more and more a post-independence tendency.

Table – 1.13: Staff Participation in In-service Programs

<table>
<thead>
<tr>
<th>Management</th>
<th>On Deputation</th>
<th>Gen. Participation</th>
<th>In Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>DIETs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Private aided</td>
<td>37</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Private unaided</td>
<td>34</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Participation in seminars by Government TTIs is quite low. It is a good trend to see that all types of managements depute staff to most of the in-service programmes.

Table – 1.14: Library Books, Journals and Newspapers in TTIs

<table>
<thead>
<tr>
<th>Management</th>
<th>Books</th>
<th>Journals</th>
<th>Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 1500</td>
<td>1500-5000</td>
<td>More than 5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIETs</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Private aided</td>
<td>4</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Private unaided</td>
<td>11</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>65</td>
<td>15</td>
</tr>
</tbody>
</table>

Only 15 institutions both government and aided, out of 109 have more than 5000 books in the library, 6 Government TTIs and 4 DIETs have less than 5000 books while 7 DIETs and 3 Government TTIs have less than 1500 books. The situation in private aided institutions appears to be better with 31
out of 38 institutions having books between 1500-5000, though just 3 of them have more than 5000 books.

Only 7 institutions subscribe to more than 5 journals, 97 to 5 and less than 5 journals. Likewise, 12 institutions subscribe to more than 3 newspapers and 90 to less than 3.

**Table – 1.15 : Salary Scales**

<table>
<thead>
<tr>
<th>Management</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIETs</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Private aided</td>
<td>22</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>Private unaided</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75</td>
<td>34</td>
<td>109</td>
</tr>
</tbody>
</table>

All Government and aided institutions are sanctioned Government scales of pay. However, in some aided institutions, some appointments made may not have been approved by the Department and till approvals are received, the temporarily, appointed staff is paid lower scales. 50% of the unaided institutions do not pay Government scales of pay to its staff.

**Table – 1.16 : Service Benefits in TTIs**

<table>
<thead>
<tr>
<th>Management</th>
<th>Provident Fund</th>
<th>Insurance</th>
<th>Pension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Government TTIs</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>DIETs</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Private aided</td>
<td>3</td>
<td>35</td>
<td>21</td>
</tr>
<tr>
<td>Private unaided</td>
<td>14</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52</td>
<td>67</td>
<td>57</td>
</tr>
</tbody>
</table>
Thirty-five private aided and twenty-two un-aided institutions offer provident fund facilities. The position of insurance and pension facility in unaided institutions is not encouraging.

Government TTI and DIETs offer insurance and pension facilities as per rules.

Table 1.17: Sources of Income

<table>
<thead>
<tr>
<th>Management</th>
<th>Govt. Grants</th>
<th>Fees</th>
<th>Donations</th>
<th>Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>-</td>
<td>38</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Aided</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>-</td>
</tr>
<tr>
<td>Unaided</td>
<td>-</td>
<td>52</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>132</td>
<td>94</td>
<td>3</td>
</tr>
</tbody>
</table>

For Government institutions, the sources are fees. For aided institutions the sources are Government grants, fees and donations. In the case of unaided institutions, the sources are fees and donations.

1.2.2 District Institutes of Education and Training (DIETs)

Present Status

The District Institutes of Education and Training (DIETs) in Karnataka came into existence in 1993 as an offshoot of the recommendations made in the National Policy on Education, 1986 and the Programme of Action (POA) 1992, in order to strengthen primary education and to achieve the target of Universalization of Elementary Education.
One existing Government Teachers' Training Institute located in each the District Headquarters or elsewhere in the district was upgraded into a DIET. At present, there are 20 DIETs in the State at places shown below.

1. Bangalore (Urban) located in Bangalore city
2. Bangalore (Rural) also located in Bangalore City
3. Bellary
4. Belgaum
5. Bidar
6. Chickmagalur
7. Davangere (Chitradurga District)
8. Dharwad
9. Hassan
10. Ilkal (Bijapur District)
11. Kamalapur (Gulbarga District)
12. Kolar
13. Kudige (Kodagu District)
14. Kumta (Uttara Kannada District)
15. Mandya
16. Mangalore
17. Mysore
18. Shimoga
19. Tumkur
20. Yermaras (Raichur District)

*Role and Functions*

These DIETs are functioning as per guidelines set by the MHRD in respect of their structure and functions. However, due to problems arising from the location of some DIETs outside the district headquarters, they have remained short of all contingents of staff.
One unique feature about the DIETs in Karnataka is that a 11 member ‘Governing Council’ for each DIET was specially constituted in 1996 to plan and approve various activities. The Council is headed by the Chief Executive Officer of the Zilla Panchayat and meets at least once in three months in a year to review and monitor the work of the DIET.

In addition to the Governing Council, the DIETs also have an ‘Executive Committee’ with the Joint D.P.I. of the Division as the ‘Chairman’, the District D.D.P.I. and Vice-Principal of the DIET as ‘Members’ and Principal as the ‘Member-Secretary’.
Section – 3

Reasons for Undertaking the Study

It is evident from the brief historical retrospect of primary teacher education in India presented earlier that:

1. There has been unprecedented expansion of facilities for the education of primary school teachers in the post-independence period;

2. Suitable agencies are set up and are being set up both at the State and Central levels to be put in charge of teacher education;

3. Attempts are being made to organise quality pre-service and in-service courses for primary school teachers through the setting up of primary teacher training institutes; and

4. Attempts are also-being made to develop a battery of psychological tests and scales to select suitable candidates for teacher education.

In this context, there is an urgent need for considerable thinking and research in India with reference to the following:

1. Formulation of objectives of teacher education at the primary level in view of the thrusts in NPE – 1986;
2. Evolving of objective based and dynamic programmes of pre-service and in-service teacher education at the primary level;

3. Setting up of norms for teacher education institutes at the primary level;

4. Development of an instrument to evaluate functioning of teacher education institutions at the primary level;

5. Selection of right type of personnel to teacher education courses at primary level;

6. Education of teacher educators; and


Studies conducted in these directions may very well provide a rationale for meeting the challenges in the field adequately and reforming teacher education which in turn results in the overall improvement of primary education.

Further, it may be added here that the status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers (Prathamika Salegala Vargeekarna, 1983, p.25).

Two significant things that can be noted from the brief historical retrospect of primary teacher education in India are- one, improvement of level of teachers is possible through qualitative improvement of teacher education and -second, there has been an unprecedented expansion of
institutes of education in the years following the attainment of independence. It is a matter of common experience that many of these institutes are, by and large, substandard. Hence, NPE in its recommendations has emphasised the necessity of preparing norms and criteria for accreditation of the teacher education institutions. Further the procedures being used for evaluating these DIETs are not that objective and comprehensive.

It is also found that there is no objective, valid and reliable tool to evaluate institutes of education and their functioning at the primary level.

The present study, therefore, is an attempt to develop a set of scales to evaluate functioning of District Institutes of Education and Training (DIETs). Such an instrument will be useful to (1) Universities (2) State Department of Teacher Education/State Council for Teacher Education, (3) National Council for Teacher Education (NCTE) for accrediting institutes of education. Further, it will be useful to DIETs for self-evaluation.